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GUIDELINES FOR JUNIOR COLLEGE FOREIGN LANGUAGE INSTRUCTORS IN CALIFORNIA.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

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A COMMITTEE OF 15 JUNIOR COLLEGE FOREIGN LANGUAGE TEACHERS AND STATE DEPARTMENT OF EDUCATION REPRESENTATIVES FORMULATED GUIDELINES FOR TEACHING OF LANGUAGES IN JUNIOR COLLEGES. TWO OBJECTIVES OF LANGUAGE INSTRUCTION ARE ACQUISITION OF PRACTICAL SKILLS AND THE HUMANISTIC EXPERIENCE OF LANGUAGE LEARNING. THE JUNIOR COLLEGE SHOULD PROVIDE (1) BEGINNING COURSES IN SEVERAL LANGUAGES, (2) COURSES FOR STUDENTS ALREADY PROFICIENT IN A LANGUAGE, (3) PROGRAMS TO MEET SPECIAL COMMUNITY NEEDS, (4) LIBRARY COLLECTIONS OF BOOKS AND RECORDINGS IN FOREIGN LANGUAGES, (5) REFERENCE MATERIALS WRITTEN IN FOREIGN LANGUAGES, (6) LECTURES IN FOREIGN LANGUAGES, AND (7) OPPORTUNITIES FOR TRAVEL AND STUDY ABROAD. BY USE OF SUCH DEVICES AS STANDARDIZED TESTS, ORAL TESTS, AND INTERVIEWS, THE COLLEGE SHOULD BE ABLE TO PLACE THE ENTERING STUDENT IN THE INSTRUCTIONAL STAGE APPROPRIATE FOR HIM. ARTICULATION AMONG ALL LEVELS, WHICH IS NECESSARY WITH RESPECT TO CONTENT, PLACEMENT, AND CREDIT, WILL ENABLE THE STUDENT TO MAKE CONTINUOUS PROGRESS IN FOREIGN LANGUAGE LEARNING THROUGHOUT HIS EDUCATIONAL CAREER. THE COMMITTEE RECOMMENDS (1) SCHEDULING OF ELEMENTARY CLASSES FOR ONE HOUR DAILY, WITH ADEQUATE LABORATORY, (2) MAXIMUM CLASS SIZE OF 25, (3) COMPLETE PROGRAMS OF AT LEAST FOUR SEMESTERS, WITH PROVISION FOR MORE ADVANCED WORK AS NEEDED, AND (4) SEPARATION OF COURSE LEVELS, WITHOUT COMBINING TWO CLASS LEVELS INTO ONE GROUP. (WO)

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GUIDELINES

for

JUNIOR COLLEGE FOREIGN LANGUAGE INSTRUCTORS IN CALIFORNIA

BUREAU OF
NATIONAL DEFENSE EDUCATION ACT ADMINISTRATION

BUREAU OF JUNIOR COLLEGE EDUCATION

UNIVERSITY OF CALIF.
LOS ANGELES

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
SACRAMENTO

MAX RAFFERTY • SUPERINTENDENT OF PUBLIC INSTRUCTION
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FOREWORD

The problems besetting the modern foreign language teacher in California's junior colleges are many, and not all the suggestions in this Guidelines for Junior College Foreign Language Instructors will be approved by all teachers. Nor would anyone conceive that such an ideal could be reached. Yet the members of the editorial committee who worked for over a year culling and separating the wheat from the chaff, defining and redefining the issues and problems besetting junior college instructors have performed a worthy task.

What they present is meaty and challenging. Their remarks on teaching techniques reflect the changes that have occurred in recent years in the approaches to foreign language instruction. Nevertheless, these remarks and suggestions by no means suggest that any teacher subject himself to a strait-jacket method of instruction. Teachers are individuals. They are at their best when they express their individuality as teachers. A teacher must dominate a method, not a method a teacher. They must use guides and Guidelines, not let Guidelines use them.

In the administrative sense too, the reader will find here some guiding stars to lead weary deans towards possible solutions to problems which beset the junior colleges as they continue to move under, or within, the mantle of "Institutions of Higher Education". The Master Plan for Higher Education officially placed them under this mantle in 1960. They thus have a duty to clarify for themselves and their brother institutions the problems of academic articulation. The editorial Committee has made a contribution to this end and its members deserve the thanks of their peers.

MAX RAFFERTY

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

Guidelines for Foreign Language Instructors in California Junior Colleges is the result of the interest and sustained effort of a representative group of junior college foreign language teachers over a period of several years. The primary reason for undertaking this project in the Spring of 1961 was that the increased public and professional interest, reflected in the passage of Public Law 864 -- the National Defense Education Act of 1958 -- resulted in significant changes in the entire program of foreign language instruction in our schools from early elementary grades through colleges and universities. Among these changes were: rapidly increasing enrollments, more heterogeneous enrollments in terms of interest and ability, increased emphasis on the conversational aspects of foreign language learning, new and improved materials and facilities for instruction, and changes in the training and certification of teachers.

These changes were recognized and facilitated in California, especially by the action of the Legislature in requiring that modern foreign language instruction should begin not later than in the sixth grade of our public schools. Colleges and universities were very quickly affected by this change. Many reinstituted a foreign language requirement for the baccalaureate degree. Others revised requirements for teacher preparation, for postgraduate studies, and nearly all have made adjustments in instructional methods and in course offerings.

Amidst all of these changes the junior colleges find themselves confronted with so many problems in their foreign language departments that the sharing of information and suggestions regarding at least some of the most pressing problems was considered essential by many teachers.

In May of 1961, therefore, an ad hoc committee of 15 junior college foreign language instructors, several from the state colleges and the university, met at the request of the State Department of Education and, among other things, recommended that a "handbook" for junior college teachers be prepared. In October of 1963 an "editorial" committee was appointed for the purpose of preparing the suggested handbook. It consisted of:

Charles Lovy, Contra Costa College
Roger Anton, San Bernardino Valley College
Alex Turkatte, San Joaquin Delta College
Leslie Koltai, Pasadena City College
Ruth Craig, Santa Rosa Junior College
Georgette Smith, Gavilan College
Edwin F. Klotz, Administrative Consultant
to the Junior Colleges, Bureau of NDEA, Chm.

These Guidelines are therefore the product of lengthy study and deliberations. We sincerely hope that junior college foreign language instructors will find them useful in resolving their problems in curriculum development and articulation with other schools. Criticisms, comments, and suggestions regarding the Guidelines and their use will be gratefully received.

Emil O. Toews, Chief,
Bureau of Junior College Education

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CHAPTER I

THE OBJECTIVES OF FOREIGN LANGUAGE TEACHING

The Emphasis

No meaningful statement about questions of method, testing, course content, or course materials is possible unless the objectives of foreign-language teaching are first clearly defined.

The "shift of emphasis" to reading advocated by the Modern Foreign Language Study of 1931 (see Historical Background), which dominated methodological thinking for thirty years, has now given way to the concept of "control of a second language".

"...to make clear what we mean by control of a foreign language we need to distinguish control as something apart from other sorts of familiarity with or study of a foreign language. There are many valid aims for studying a foreign language. One is access to the belletristic literature in that language ... Another valid aim is access to current scientific and technological writings ... In contradistinction to these and other special aims in foreign language study, what we mean by basic practical control of a second language can be described as follows: a good pronounciation; conversational fluency about everyday matters; a built-in feeling for the vocal and body gestures that typically accompany the second language and for the formulas of politeness and of emotionally colored commentary typical for that language; and comfort and ease in reading newspapers, letters, and other nontechnical written discourse and in commenting without reference to English on what has been read".[1]

Basically, there are two objectives for the study of foreign languages on the junior college level:

1. The acquisition of practical skills.

2. The humanistic experience of language learning.

The Acquisition of Practical Skills

The practical skills include listening, speaking, reading, and writing, to be practised and acquired in this sequence for reasons which are abundantly clear from the pertinent literature on the psychology of language and of language learning. It is in the nature of such skills that they become useful and usable only if and when a minimum degree of proficiency is reached. Since the four skills do not receive equal stress on all levels of instruction, the individual junior college course and the achievement of the students should be judged from the perspective of the complete learning sequence rather than by the students' more or less satisfactory performance in arbitrarily selected skills before the sequence has been completed.

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1. Brooks, Nelson, et. al. Language Instruction. Perspective and Prospectus. Bulletin of the California State Department of Education. Vol. XXXII, No. 4. Sacramento, 1964. pp. 4-5.

It is expected that the student be able at the end of the second semester of the junior college,

> to understand the target language within his vocabulary range when spoken at normal speed;
>
> to express himself orally with fluency, correctness, and with a good pronunciation within the range of structures he has acquired;
>
> to read both aloud and silently simple original texts and to understand them without translating;
>
> to spell correctly and to reproduce in writing in any combination, the structures he has learned.

At the end of the third semester the student should be able,

> to carry on a conversation;
>
> to read with direct comprehension more difficult texts;
>
> to produce in writing summaries of material he has read;
>
> to write composition relying mainly on techniques of variation and transposition.

At the end of the fourth semester, the students should have functional control of all four skills and to appreciate aspects of style.

Humanistic Experience

A humanistic experience results from the learning experience and leads to immediate benefits at any moment during the learning process. Historically, the following benefits have been claimed as objectives of foreign language study:[2]

> mental discipline,
>
> an increased understanding of the nature of language,
>
> a better command of English,
>
> an appreciation of a foreign civilization and of its literature, and international understanding.

Although the validity of any of these objectives has been questioned at one time or another, the position of foreign language study within the general framework of a liberal education is, nevertheless, so well established that the term "liberalizing influence" is often used as a meaningful label for a meaningful concept.

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2. Agard, Frederick B., and Dunkel, Harold B., An Investigation of Second-Language Teaching. Boston, 1948

It should be noted that no school of thought has ever advocated the achievement of any single objective to the exclusion of all others, but rather that advocacy of any of the above objectives is a matter of relative emphasis. The same is true with regard to the audiolingual approach. It must not be assumed that its purpose is to develop aural-oral skills to the neglect of reading and writing: the contention is rather that reading and writing skills can be taught more effectively on the basis of aural-oral proficiency.

The Spoken Word

The present stress on aural-oral proficiency is the result not of a change in method, but of a change in objectives. The neglect of aural-oral skills was supported by the following arguments:

(a) such skills cannot be taught because of insufficient time (more years of language study and the availability of language laboratories solve this problem);

(b) such skills cannot be taught in large classes; (A reduction in class size and the availability of the language laboratory help to overcome this difficulty);

(c) such skills cannot be taught because of the lack of teachers with a fluent command of the language; (improved teacher preparation and in-service training, the use of recorded materials, NDEA assistance, and foreign travel opportunities provide relief in this respect);

(d) such skills are useless and soon lost since the American scene provides little opportunity for their exercise; (the growing interdependence of nations, the ease of international travel, the availability of foreign language broadcasts, movies, and television, and similar developments have seriously altered the premises on which this argument is based);

(e) such skills cannot be acquired in the classroom to the point where they become useful; (structural linguistics and the psychology of language learning indicate that audiolingual techniques of teaching can solve this problem, and the issue should be discussed in these terms).

Arguments have been advanced more recently to prove that the teaching of aural-oral skills is desirable, and, indeed, indispensable:

(a) the training of a large body of speakers proficient in many languages is in the national interest;

(b) the rapidly changing political, social, scientific, and economic pattern of our world offers more vocational opportunities for persons proficient in foreign languages;

(c) students respond more favorably to courses which stress listening and speaking skills, and which base the reading phase on direct-comprehension techniques;

(d) the natural learning sequence goes from listening and speaking to reading and writing, and any objective, including real reading as opposed to decoding, is best achieved through the audiolingual approach.

The acceptance of this last, and extremely important point hinges upon the definition of what it means to "master" a language, and it should be noted that C. C. Fries, who pioneered the application of structural linguistics to foreign-language methodology, defines language mastery with reference to course objectives rather than with reference to method, making the choice of the objective the primary task:

"A person has 'learned' a foreign language when he has thus first, within a limited vocabulary (italics in text) mastered the sound system (that is, when he can understand the stream of speech and achieve an understandable production of it) and has, second, made the structural devices (that is, the basic arrangements of utterances) matters of automatic habit".[3]

Bifurcation of Junior College Instruction

Language instruction in the junior college, when based on the audiolingual approach, thus sets for itself both practical and humane objectives. It regards the acquisition of skills through aural-oral practice based on a well-planned sequence of structures as preliminary to the attainment of other objectives. These are at least general objectives of foreign language instruction in the junior colleges, but it is also possible to list specific responsibilities for this level of education.

The junior college serves the transfer and the terminal student. It continues the work begun earlier, and it initiates work to be continued in other colleges. It serves its students and its community with both academic and vocational responsibilities, and it provides general and special education.

The junior college should, therefore, provide:

(a) beginning courses in several foreign languages;

(b) courses for students already proficient in a foreign language;

(c) extension courses, programs, and institutes for special needs of the community;

(d) a good library collection of books and recordings in foreign languages;

(e) reference materials written in foreign languages for use in other fields;

(f) lectures in foreign languages;

(g) opportunities for travel and study abroad.

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3. Fries, Charles C., Teaching and Learning English as a Foreign Language Ann Arbor, 1945. P. 3.

Historical Perspective of Language Teaching Practices

1883 Establishment of the Modern Language Association. Competing against Greek and Latin, and trying to supplant them, foreign language teachers hope to become academically respectable by copying the grammar-translation approach traditionally used in the teaching of the classical languages. Mental discipline is the objective. The courses are academic and literary. Only college-bound students enroll. As colleges and universities substitute foreign for classical languages as an entrance requirement, modern foreign languages register the highest enrollment increase of all subjects.

1898 Under German influence, the Committee of Twelve advocates the direct method, but does not question existing objectives.

1913 The Commission on the Reorganization of Secondary Education, reacting to the enormous influx of high-school students who are not college-bound, recommends that mental discipline and cultural objectives be accepted as universal benefits to be derived from the study of a foreign language.

1917 World War I brings anti-German and anti-Foreign feeling. Over 20 states enact laws restricting foreign-language teaching. Catastrophic drop in foreign language enrollments, particularly in German. Phenomenal rise of Spanish. Teachers of Spanish are the first to advance practical objectives rather than academic ones.

1927-1931 Faced with a persistent and alarming decline in foreign language enrollment, the Modern Foreign Language Study discovers that most students study a foreign language in high school for only two years. The Committee advocates the reading objective as the only goal attainable in that span of time.

1937 The Stanford Language-Arts Investigation advocates a cultural approach to foreign-language study, integrated with social studies and English, thus trying to save the program by dissociating it from college preparation. Enrollments continue to drop. Most courses, unperturbed by studies and investigations, continue the grammar-translation-reading approach.

1940 Reputable authors and agencies advance suggestions that foreign languages be dropped from the high school curriculum.

1943 To remedy the catastrophic lack of personnel speaking a foreign language, which turns out to be a threat to national security and a major defense problem, the federal government establishes the Army Special Language Training Program. Listening and speaking is the objective in these intensive courses. Electronic equipment and methods based on structural linguistics are used.

1945 Many colleges and universities abandon foreign-language entrance and graduation requirements. The war is over, and, at first, the experiences of the war-time army training program are ignored as irrelevant for peace-time civilian instruction. California passes prohibitive legislation regarding foreign-language requirements in state colleges. The Harvard Report (General Education in a Free Society, 1945) advocates as the objective in foreign language study an improved mastery of English and a grasp of general semantics.

C. C. Fries and his staff at the University of Michigan worked out an audiolingual method, based on structural linguistics, for the teaching of English as a foreign language. All over the world people want to learn English, and this method proves extremely successful and effective.

1952 Earl J. McGrath, U. S. Commissioner of Education, calls for the inclusion of foreign languages in general education programs, for their teaching in elementary schools, and calls a national conference to deal with the decline of foreign-language study in the United States, which he as well as many members of the government and public figures view with grave concern. The increased study of foreign languages is declared to be in the national interest. A Rockefeller Foundation grant to the Modern Language Association results in the adaptation of the war-time army method to civilian use, and to the formulation of the audiolingual method.

1958 Congress passed the National Defense Education Act.

CHAPTER II

LEVELS OF INSTRUCTION

On Definitions

At the junior college level as elsewhere, there is need for reasonable success in all four skills by a process which is natural and meaningful, as has been clarified in the California State Department of Education guide for the teaching of French:

> "Language learning is ... a process of learning a skill much like that of learning other skills by much intensive practice. One acquires habits by performing the activities that produce them. What has traditionally been analyzed and converted into rules is better treated as patterns of speech, incorporated into dialogues to be memorized, practiced in pattern drills, and learned as acceptable native speech. Illustration of a pattern by analogy may be used for the purpose of demonstrating a grammar rule".[1]

The selection of the patterns of natural speech and the methods for learning them are determined by the age of the learner and by the acceptance of a judiciously chosen set of the basic linguistic structures, i.e., grammatical patterns. The first and second semesters of foreign language study at the junior college level are devoted to the learning of all the basic structures of a given language. These semesters may be called Levels I and II if a level of learning is defined as representing the student's reasonable success in the control of each set of basic structures. All these basic structures are covered in most audiolingual basic materials currently published.[2]

Levels III and IV, are understood to provide the student with an extension, an elaboration in depth and breadth, a reinforcement, and a refinement in the use of basic structures. These levels also include the less frequently used patterns which an educated native speaker is expected to command.

The Four Levels

The following summary of what the student should be able to do by the end of each of the first four levels is taken from Language Instruction: Perspective and Prospectus.[3] From the point of view of the junior college, these achievements must be regarded as minimal, and any one of these learning activities may take place in earlier levels at the discretion of the teacher.

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1. O'Rourke, Everett V., ed., et.al., French: Listening, Speaking, Reading, Writing, Bulletin of the California State Department of Education, Vol. XXXI, No. 4 (October, 1962), Sacramento, P.9.

2. Ollmann, Mary J.,ed. MLA: Selected list of materials for use by Teachers of Modern Foreign Language in Elementary and Secondary Schools. Modern Language Association, New York, 1962.

3. Brooks, Nelson, et.al., Language Instruction: Perspective and Prospectus, Bulletin of the California State Department of Education, Vol. XXXII, No. 4. (November, 1963), Sacramento, pp. 24-6.

LEVEL I

Demonstrate, in hearing and in speaking, control of the whole sound system.

Repeat the account of a brief incident as he hears it read, phrase by phrase.

Participate, with a fluent speaker, in a dialogue about any one of perhaps 20 situations.

Read aloud a familiar text.

Write a familiar text from dictation.

Rewrite a simple narrative containing familiar material, making simple changes in tense.

Do orally and in writing exercises that involve a limited manipulation of number, gender, word order, tense, replacement, negation, interrogation, command, comparison and possession.

LEVEL II

Demonstrate continued accurate control of the sound system.

Recognize all of the basic syntactic patterns of speech and use most of them.

Comprehend, by listening and also by reading, subject matter that is comparable in content and difficulty to what he has learned.

Be able to write all that he can say.

Have first-hand knowledge of brief samples of cultural and of contemporary literary prose and be able to converse in simple terms about them.

LEVEL III

Demonstrate continued accurate control of the sound system.

Demonstrate accurate control, in hearing and in speaking, of all the basic syntactic patterns of speech.

Read aloud a text comparable in content and style to one he has studied.

Demonstrate the ability to understand what is heard in listening to a variety of texts prepared for comprehension by ear.

Write from dictation a text he has previously examined for the details of its written forms.

Demonstrate adequate comprehension and control of all but low-frequency patterns of syntax and unusual vocabulary encountered in printed texts. (Grammatical analysis and explanations of structure, when accomplished in the language, are proper to this level and to following levels).

Have first-hand knowledge of 100 to 200 pages of readings of a cultural and literary nature; be able to discuss their contents orally and to write acceptable sentences and paragraphs about their contents.

LEVEL IV

Read aloud an unfamiliar printed text.

Write from dictation, (a) following a preliminary reading, and (b) without a preliminary reading, passages of literary prose.

Converse with a fluent speaker on a topic such as a scene in a play, a novel read, a trip taken, or a residence lived in.

Read a text; then in writing (a) summarize its contents and (b) comment on the ideas expressed.

In a page or two of text, carefully selected for the purpose, discover and comment upon a stated number of points that are culturally significant. These may be in linguistic structure, in idiom, or in vocabulary reference, e.g., if English were the language being learned, a text about the United States in which the term "night school" appears.

Receive oral instructions about an assignment to be written: its nature, its contents, to whom addressed, its form, its length, and its style of presentation and then write the assignment.

LEVELS V & VI

In the junior college, Levels V and VI are understood to provide the student with experience in lectures and note taking, discussion and formally organized oral expression, reading, writing, translation as an art form, and grammatical analysis as such. The content of these levels is subject to much wider variation than that of Levels I and II so that the needs of specific students can be met. For example, an advanced placement program should be provided for students whose work is exceptionally satisfactory, who can afford to spend the required time in such a program, and who need to maintain language skills in the interim between their junior college foreign language studies and their transfer to the four-year colleges and universities. . . The junior college learner, both terminal and transfer, is thus served in depth and scope as he approaches the bilingualism required in today's - and especially tomorrow's - world.

CHAPTER III

EQUIPMENT AND MATERIALS

Materials to Suit the Need

Materials have always exercised a decisive influence in foreign-language courses, since, regardless of an instructor's methodological convictions, materials tend to determine classroom procedure.

It may well be true that in certain subjects the connection between the nature of the textbook and the method used by the teacher is a tenuous one, but our historical experience shows that, in the foreign language field, "few proposals for important changes are put into practice on any considerable scale until appropriate textbooks are available, and until course outlines have been altered so as to give to novel proposals some official standing".[1]

If this observation, made and well documented by a master in his field thirty years ago, still holds true, it must be concluded that no foreign-language instructor can adopt an audiolingual approach without adopting an audiolingual textbook. While it would be possible to use certain audiolingual techniques, such as pattern drill, with any kind of material, it should be understood that the audiolingual approach involves more than the use of specific techniques. It requires a well planned and comprehensive sequence of patterns, based on dialogues or reading passages which are authentic in style and psychologically appealing to the learner.

The preparation of such materials is simply too demanding a task for the classroom instructor, whose time is taken up by teaching. The adaptation of grammar-translation texts to the audiolingual method is therefore better avoided. This leaves for the instructor the all-important job of evaluating materials, and it is for this job that he requires a thorough knowledge of structural (or descriptive) linguistics and of the psychology of language learning. His criterium of evaluation is the appropriateness of the materials to his method.

Sources of Materials

The MLA Selective List of Materials[2] provides a complete list for the evaluation of all types of materials, from basic texts and readers to film-strips and tape recordings.[3] By using these criteria in evaluating materials, those entrusted with the selection of textbooks and audio-visual aids could greatly contribute to the purposeful organization of foreign-language instruction.

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1. Coleman, Algernon, Experiments and Studies in Modern Language Teaching. (Chicago, 1934), p.50.

2. MLA Selective List of Materials. Modern Language Association Foreign Language Program Research Center, (New York, 1962).

3. ibid., appendix 2, pp. 143-153.

According to the MLA list, basic texts, for instance, are evaluated on 13 different qualities:

(a) development of the four language skills;

(b) scope;

(c) organization for school schedules;

(d) presentation of materials;

(e) psychology of learning;

(f) exercises;

(g) reading material;

(h) word study;

(i) structure analysis;

(j) lesson and end vocabulary;

(k) use of English;

(l) instructions for the teacher;

(m) layout.

Under each of these thirteen headings, the MLA list suggests criteria for rating basic texts as excellent, acceptable, or unacceptable. The exercises contained in a basic text, for instance, are rated excellent if "there are copious and varied drills dealing with language elements that have occurred in the utterances presented in dialogue, narrative, or sentence form", and "no exercises in which the foreign language is to be translated into English". The text is still rated acceptable if there are many exercises of the first type (rather than an abundance of varied ones), and none of the second; it is rated unacceptable, if there is too little drill material, while "the exercises include translation from English into the foreign language of sentences not previously learned by the student".

Equally thorough criteria are suggested for 26 other types of materials beside basic texts.

Books Versus Tapes

Basic textbooks for elementary courses are gradually assuming a new role. Certain authors, like Nelson Brooks, consider them a mere crutch to be used by students in preparing their lessons, but "closed and out of reach for a part of the time in every class and for most of the time in most classes".[4] The method implies that there also be recorded materials to which the students have no access in print, to be used with beginners prior to the introduction of reading and writing. All utterances, drills, and exercises included in the basic textbook are also recorded, but commercial recordings usually need editing,

4. Brooks, Nelson, Language and Language Learning. (New York, 1961). p.204.

and after the mechanical task of preparing recordings for student consumption is completed, judicious planning is essential in integrating the recorded laboratory assignments with the work in class. The foreign-language instructor thus sees himself forced to give his attention also to audio-materials, which play as important a role as textbooks in the instructional program, and on certain levels of instruction possibly a more important one.

Language Labs

The availability of a well equipped, adequately staffed and properly financed "Type III" language laboratory (listening, responding, recording) is a *sin qua non* for a successful audio-program of instruction. Numerous publications listed in the *MLA Selective List of Materials* give comprehensive technical advice on the installation and operation of laboratories, and on their place in instruction, but there is as yet no consensus, and practice varies widely, with regard to certain problems which are peculiar to the junior college. Some instructors prefer the classroom laboratory, which is used by the students during regular class hours, others would rather have the students work on audio-assignments in a library laboratory, and many think that a combination of the two systems is highly desirable. There is definite agreement however, on the need for controlled laboratory practice, correlated with the work in class, and pursued in a regular fashion through the various levels of instruction.

New Instructional Devices

Changes in method on the elementary level open up the need for a new approach to reading, and therefore to reading texts, if the transition from listening and speaking to reading and writing is to be a smooth and natural one. New reading texts based on the audiolingual method avoid artificial language that is specially constructed for use in the classroom, as well as oversimplified graded versions of the classics; they contain, or the instructor provides, an apparatus of word study and drills leading to direct comprehension, rather than the customary set of grammatical exercises. The range of readings goes well beyond *belles lettres* in the narrowest sense of the word.

The above considerations suggest immediately the wide range of recorded materials to be assembled on the shelves of the laboratory. One might expect to find there not only the recorded tapes which accompany the basic texts, but also drill tapes dealing with certain critical patterns, remedial drills, recorded performances of plays, readings of poetry, short stories, and novels, recorded broadcasts, and soundtracks of movies.

The taped soundtrack of a film, or any other recorded text, can be interspersed with explanations in the target language, or, for that matter, in English, so that the student can prepare his reading audiolingually rather than by thumbing through a dictionary. Lectures on topics of cultural or literary interest can be taped for notetaking and subsequent writing practice.

The Goal

Materials judiciously selected, assembled, and placed before the student in proper sequence are planned to lead him as rapidly, as effectively, and as closely as possible toward the educated native speaker's level of achievement, rather than toward an artifically defined level of limited academic competence.

CHAPTER IV

PLACEMENT OF STUDENTS

The Problem

The proper placement of a student as he transfers from one segment of the educational system to another is of major concern to the junior college. If the school is to assure a successful and satisfying language experience for the student, as well as for the class in which he is enrolled, special efforts must be employed.

Methods

In the first place, a student's level of achievement could be ascertained through such standardized tests as the MLA-ETS Cooperative Foreign Language Tests. Other possible devices, coupled with reading and writing tests are:

(a) oral reading or listening-comprehension tests recorded in the laboratory;

(b) recorded question-response tests evaluated on the basis of pronunciation; fluency; accuracy; and

(c) personal interviews.

The "Penalty Clause"

Placement resulting from careful testing is, with increasing frequency, accompanied by a "penalty clause" which deprives the student of credit for repeating high school language courses should he place lower than the units or credits of achievement which his high school foreign language record indicates. Colleges have found that high school students in some cases tend to permit themselves to perform below their level in order to place themselves lower for the purpose of earning higher grade points through repetition of the course.

Solutions

Other solutions resolved by the practice of placement examinations in some colleges are:

(a) exemptions from the "penalty clause" prevails if a period of five years or more has elapsed between the previous study of the foreign language and placement examination;

(b) exemption from the penalty prevails if the student has had a grade of "C" or lower in the high school work;

(c) placement examinations are not administered to students enrolling in beginning classes.

However, the penalty clause is found to prevail if the student is repeating a previous course in which he had earned a grade of "A", "B", or "C".

CHAPTER V

ARTICULATION: OBJECTIVES & PROBLEMS

Need for Continuity

The best and most effective articulation in the teaching of foreign languages is accomplished in day by day activities of the classroom. If there is basic acceptance of a common pedagogical approach, and if there is general agreement on the desired degree of achievement as the student progresses from one level to another in his study of a foreign language, then the matter of proper liaison will be resolved. Such an approach and such a definition of level of accomplishment have been suggested and outlined in a previous chapter. Mention of this phase of the problem is herein made in the interest of better articulation among the various segments of the educational program.

Means - Local

It is important that a free flow of information be maintained among the various segments of the educational system, as well as among the junior colleges themselves. At a local, county, or regional level liaison committees, or at least personal contacts, can be established between the junior college language departments and those at neighboring institutions, both secondary and collegiate. The aim is to contribute to a broader mutual understanding of the Foreign Language programs as they interact among the various segments of our educational system. Depending on the local situation, the leadership can be taken by county school offices, by city or county coordinators, or by the junior college foreign language departments themselves. In any case, junior college people can play a vital role in this important aspect of articulation.

Means - the State Level

At the State level, the flow of information could be entrusted to a statewide "Information Center for Foreign Languages" as proposed by the Liaison Committee on Foreign Languages of the Articulation Conference in May of 1964.

Inter-junior college communication would continue to be the function of the Bureau of Junior College Education, particularly through the NDEA Foreign Language News Notes, or through the dissemination of materials deemed to be of special significance to junior college teachers of foreign languages. In this instance, each college and each teacher shares a distinct responsibility to provide the necessary information to be gathered and transmitted.

Target: Student

Another phase of the articulation problem is the proper placement of a student as he transfers from one segment of the educational system to another. The use of standardized tests, such as the MLA-ETS Cooperative Foreign Language Tests, could serve as a basis for establishing the level of achievement of a student as he proceeds toward the attainment of the basic practical control recognized as the main objective of foreign language study. In the advanced placement of students, by whatever device chosen, great care must be exercised that the achievement of the student be judged from the perspective of the complete learning

sequence rather than by the student's more or less satisfactory performance in arbitrarily selected skills.

Again, best articulation can occur if the student is afforded an opportunity for continuous progress from one segment to another. Once a student begins the study of a foreign language, at whatever grade that might be, he deserves the opportunity to pursue an uninterrupted sequence of courses from one segment of the educational system to another. Any interruption is bound to do serious damage to the student's successful progress in learning the foreign language. Continuity is particularly important as the student transfers from the elementary to the secondary school, from the secondary school to the junior college and from the junior college to the four-year college.

"Advanced" Courses

In successfully discharging its responsibility to the foreign language student, the junior college must offer a complete curriculum of course 1 through course 4, with provisions for post-4 courses for students who enroll in the junior college with previous preparation in a foreign language. The latter courses could be in the area of pronunciation; advanced conversation, composition and grammar; civilization and culture; directed readings; survey of literature, and others. Credits earned would count toward total units required for a degree but would not be considered for upper division credit. Credits earned would apply toward fulfillment of general education requirements, toward the major for teaching credentials and be supplementary enrichment courses for the non-teaching major in a four-year college. Effective articulation and mutual understanding between junior colleges and senior colleges are of critical importance in this regard.

On the Responsibilities of Collegiate Institutions

Each segment of the educational system has a well-defined and important function to perform. There should be no unnecessary duplication of effort or preemption of those functions. Just as the junior college cannot legally offer an upper division course, likewise a state college or university should not grant upper division credit for what is essentially a lower division course. For example, a beginning language course, whether for the general student or a teacher-candidate, is a lower division course and should earn lower division credit. Thus it can be taken at the junior college as well as at the four-year college.

While each collegiate institution has control over its curricular offerings, including units of credit to be granted, an attempt needs to be made to arrive at some uniform standard as to number of class hours per unit of credit. Serious articulation problems arise when there is marked disparity among the various collegiate institutions in the matter. The recommendation of the Liaison Committee on Foreign Language of the Articulation Conference that one unit of credit be granted for each teaching class hour appears to be defensible.

CHAPTER VI

ADMINISTRATIVE ASPECTS

Role of the Junior College

As one of the three segments of higher education, the junior college plays a vital role in the education of California's citizenry. Because of the nature of the junior college concept, this role is unique among the three types of educational institutions. Not only does the junior college serve the needs of young people as they progress toward academic degrees or as they prepare for employment, but the junior college is also the primary institution which provides opportunities for those seeking general instruction, or technical skills. Certain instructional and administrative requirements follow from these considerations if the junior college is to offer a meaningful program.

Training of Instructors

Foreign language instructors must have a broad educational background, and at the same time must be specialists, competent in the foreign language and trained in teaching it to the type of students served by the junior college. They should hold at least a Master's degree, and ideally should have lived, travelled, or studied in a foreign country. Every effort should be made by the college to encourage the teachers to experience personal and professional contact with the people, culture, and institutions of the lands whose language they are teaching.

Foreign Language Departments

All foreign language programs at the junior college should be organized under one separate Foreign Language Department for

(a) coordination among instructors,

(b) development of the foreign language curricula, the teaching program, counselling, and placement procedures, and

(c) administration of the language laboratory, and other activities pertaining to Foreign Language instruction in junior colleges.

The Foreign Language Department should participate in the counselling and placement of students in the foreign language area whenever possible. In colleges where this is not feasible, the Foreign Language Department should maintain a very close liaison with the Counselling Staff in order to ensure proper procedures and placement.

Program of Instruction

To help college administrations and language departments adjust their language programs to meet the new objectives, it is urged:

(a) That the elementary courses in modern foreign languages be so scheduled as to ensure one contact hour a day, with adequate provision for effective laboratory work;

(b) That foreign language classes on all levels be limited in size, with 25 students as a maximum;

(c) That on the intermediate and advanced levels opportunity be afforded students to complete an entire program in their study of foreign language even though it may mean very small classes at times; and

(d) That the combining of two courses in one class, German III-IV for example, is contrary to good practice and should be avoided.

Future Teachers

The administration, counselors and foreign language instructors should make sure that all students planning to become elementary school teachers study at least one foreign language so as to be prepared for the demands likely to be made upon them as a result of recent legislation making the teaching of a foreign language compulsory beginning in grade six.

Teaching Loads

Effective teaching can occur only if adequate preparation and professional development time is afforded the instructor. A maximum teaching load of 15 hours per week per semester is the desirable standard for the foreign language instructor. Department chairmen, instructors having responsibility for the operation of the language laboratory, preparation of materials for the laboratory and for planning new courses, should receive an adjustment in load, or additional pay, or both. Furthermore, the college can promote its own professional status by granting instructors released time and necessary expenses to attend conferences, workshops, and institutes.

Need for Continued Improvement

It is incumbent upon both the instructional and the administrative staff to keep abreast of the latest developments in the foreign language field in order that the college program remain in the mainstream of the best procedures for effective foreign language training. The widespread improvement in training in modern foreign languages is even more a matter of national concern today than it was a few years ago.

CHAPTER VII

COMMUNITY AND SPECIAL SERVICES

Special Character of the Junior College

The community junior college is characterized as a "two-way street with traffic of services moving in both directions".[1] That is, the community-college idea presupposes "an increase of services from the college to the community".[2]

With this idea in mind, the foreign language departments of the various California junior colleges have a certain responsibility to participate in the above described traffic. The major foreign language activities reveal two important characteristics:

(a) Each activity can help satisfy a general educational need in the community.

(b) The chief beneficiaries of the activities are all segments of the population.

Following are some services which may be undertaken by foreign language departments.

National Foreign Language Week

Alphu Mu Gamma, National Foreign Language Honorary Society, sponsors this annual event which enables a foreign language department to inform the community of the advantages of knowing or learning a foreign language. During National Foreign Language Week a great wealth of knowledge can be transmitted to the community in various ways:

(a) exhibits in community libraries;

(b) discussions on the contributions of foreign languages to modern living by professionals and by laymen from the community;

(c) movies, slides, film strips, travelogues;

(d) publicity by community newspapers, radio and TV stations;

(e) miniature world conferences in different languages to discuss contemporary problem issues;

(f) programs of foreign dances, plays, songs, etc.

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1. Porter, Noah, "The American College and the American People", New Englander, XXVII (1869).

2. Reynolds, James W., "Another job for your Community", Junior College Journal, XXIII (October, 1954)p.61.

Speaking Contest and Foreign Language Field Day

The foreign language speaking contest can be a very important vehicle for developing better relations between the junior college and various schools in the junior college district. The foreign language contest should offer competitions on different levels of achievement, with separate levels of competition for native speakers. The foreign language field day should offer a variety of programs from lectures to plays and games, and should involve active participation of the local schools.

International Film Series

A junior college foreign language department may also organize the viewing of foreign language films, possibly without admission charge. This is a contributing factor to the further development of a cross-cultural experience. There are various ways to present foreign language films; for example, one film per week for four weeks, or several films per year, spaced equally during the fall and spring semesters.

Lectures about Foreign Countries in English or in a Foreign Language

The link between language and culture in the anthropological sense is recognized. It is important that people in the community have the opportunity to listen to reports or lectures on foreign countries. If the lecture is given in a foreign language, then the dual objectives of learning would be achieved.

Translation and Tutoring Services

Junior college foreign language departments are staffed with qualified personnel who are able to help the community in its every-day business.

The organization of a translation and tutoring service for civic, commercial, industrial, and legal correspondence could be successful. The remuneration can be worked out in various ways.

Special Services to the Teaching Community

The foreign language department can and should serve other segments of public and private schools by offering courses that will increase the language competency of foreign language teachers, particularly those involved in FLES programs. Boards of Education and personnel directors may encourage foreign language teachers to take such courses and grant credit for them on the participants' salary schedule.

Members of the foreign language department should participate more fully in institutes and work shops, both as recipients and as directors and consultants. If NDEA summer institutes should become available for junior college instructors, this should be publicized well in advance so that junior college instructors can benefit from the. Inservice teacher training is highly beneficial to junior college instructors, especially in learning modern methods. Departmental convocations, symposiums and workshops are useful in upgrading foreign language programs as well as professional growth.

Special Classes for Adults

A growing number of Americans travel abroad. To prepare the prospective travellers of the community, short non-credit or credit classes can be organized.

Each junior college should develop a community service program, based on the needs and characteristics of the local community. The foreign language department is an academic unit, but its services should be available to everyone.

Foreign Language Programs on Radio and TV

Radio and TV stations are interested in transmitting foreign language programs, especially in the early morning or late afternoon. They welcome short courses produced by foreign language departments in metropolitan areas. Different junior colleges study the possibilities of giving language courses on a cooperative basis. Such programs require long-range planning and coordination among the various junior colleges in order to facilitate counselling and testing.

Junior College Abroad Program

To enrich the foreign language curriculum, junior college foreign language department should be authorized to organize summer or year-round programs in foreign countries. Such programs would furnish unique opportunities for learning foreign language by direct contact with the country. Such undertaking would give students a solid command of a foreign language through intensive instruction in, and constant use of, the language. All courses, examinations and additional extra-curricular activities would be conducted exclusively in the language of the host country. During the summer sessions, students would live with carefully selected native families. The primary emphasis would be the acquisition of fluency in the language. Another goal would be wide exposure to the cultural and intellectual life of the country. The preparation of such a foreign language program abroad would involve community participation and professional assistance from the college faculty especially in setting up the requirements and selecting applicants. Any junior college foreign language program abroad should be made available to other junior colleges.

Suggested Reading List

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